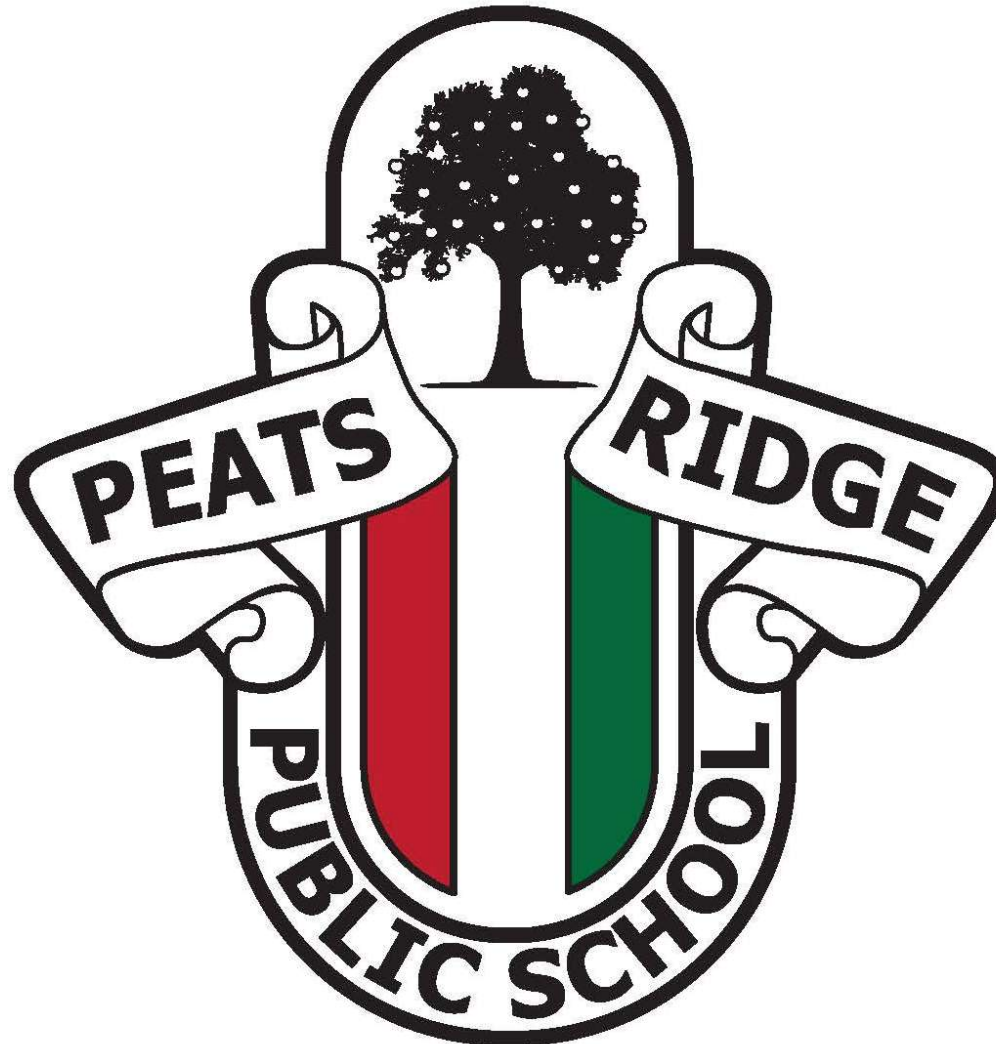


School plan 2018-2020

Peats Ridge Public School 2852



School background 2018–2020

School vision statement

Peats Ridge Public School is a unique place where exploration, creativity and imagination make learning exciting and student-focused. In our innovative, small school environment every student is known, valued and nurtured in harmony with our three core values of respect, responsibility and excellence. We are committed to providing evidence-based, quality education with a strong foundation in literacy and numeracy, deep content knowledge, enquiry processes and critical thinking skills. In valuable partnership with our community, we aim to ensure our children get the best start in life to lead rewarding and productive lives in an increasingly complex and dynamic world.

School context

Peats Ridge Public is a small school located in the rural, mountains district 20km north-west of Gosford town centre. Set within magnificently manicured gardens in a bushland environment, it serves the communities of Peats Ridge, Mt. White and Calga.

Peats Ridge Public School has two mainstream classes with 12% of students from a language background other than English. There are currently no students enrolled who identify as Aboriginal or Torres Strait Islander, however, the school is situated near the Boree Track songline and many significant sites of the Darkinjung people are close by.

The school enjoys a positive reputation, receives strong support from the local community, engages actively with the three other small mountain schools and values a close partnership with its small but industrious P&C and CWA.

Due to its site on the old Pacific Highway, adjoining farms and orchards, no students walk or ride to school and the majority travel to and from school by bus. Many of the children catch the bus to school with brothers, sisters or neighbours on their very first day in Kindergarten.

Peats Ridge Public School is committed to Positive Behaviour for Learning (PBL)– a whole school approach to create a positive, safe and supportive school climate in which students are empowered to learn and thrive.

School planning process

In 2017, a comprehensive consultation process was conducted across many domains.

The PBL School-Wide Evaluation Tool (SET) undertaken during Term 2, 2017 highlighted the strengths of implementation and identified specific areas for future direction and planning. Tell Them From Me (TTFM) Student, Staff and Parent surveys in 2017 helped identify school improvement areas based on the most recent research on school and classroom effectiveness.

In 2017, Peats Ridge Public School completed the School Excellence Framework Self-assessment Surveys (SEF S-aS) and was also selected to participate in the External Validation (EV) process. This system-wide approach supports schools in their ongoing improvement. The panel's feedback, based on the school's submission of an annotated body of evidence and executive summary, helped clarify the next steps in school planning.

Finally, and most importantly, focus group discussions were conducted with parents, students and staff to reflect on the outcomes of the 2015–17 School Plan Strategic Directions. This included analysis of perceptions, strengths and areas for growth regarding current practices. Input was invited from members unable to attend these meetings via the school newsletter, Facebook and the school website.

This School Plan includes the key initiatives of the **Department of Education's NSW Literacy and Numeracy Strategy 2017~2020** and **Strategic Plan 2018~2022**, embeds the three domains of the **School Excellence Framework** and the **Premier's Priority 6# Improving Education Results** target to increase the proportion of NSW students in the two top NAPLAN bands by eight percent.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 THINKING

Purpose:

To accelerate learning in Literacy and Numeracy with a reflective and responsive differentiated curriculum that inspires students to be successful emotionally, physically, socially and academically.

To create a flexible, future-focused learning environment underpinned by high expectations and innovative teaching practices to stimulate and engage students through collaboration, risk-taking and problem-solving.



STRATEGIC DIRECTION 2 LINKING

Purpose:

To increase opportunities for positive, effective and sustainable community involvement in school projects to optimise student attendance, behaviour, outcomes and well-being through a deep sense of belonging and connectedness.

To strengthen and promote partnerships within our learning community, online platforms and academia to build a culture of continuous, high-quality, professional growth and enhance transitions.

Strategic Direction 1: THINKING

Purpose

To accelerate learning in Literacy and Numeracy with a reflective and responsive differentiated curriculum that inspires students to be successful emotionally, physically, socially and academically.

To create a flexible, future-focused learning environment underpinned by high expectations and innovative teaching practices to stimulate and engage students through collaboration, risk-taking and problem-solving.

Improvement Measures

Student performance in the top two bands matches or exceeds broader population contributing towards a 10% increase as per the Premier's priority. Aboriginal student performance matches or exceeds the broader population contributing towards 35% in the top two bands as per the state target.

TTFM student survey in the area of Effective Learning Time, Relevance and Rigour exceeds the NSW government norm (baseline TTFM 2017 school- 7.9, 7.9 and 8.0; government 8.2, 7.9 and 8.2 respectively).

TTFM parent survey in the area of School Supports Learning meets or exceeds the NSW government norm (baseline TTFM 2018 school; government 7.3)

People

Students

Build skills in goal setting, self-assessment using rubrics, peer feedback and evaluations, learning reflections, collaborative group work and problem-solving strategies. Value opportunities to be challenged in their

Staff

Have the capacity to develop a classroom culture of high expectations, collaboration, data-informed practice, effective feedback, explicit criteria and an over-arching concern for student well-being.

Leaders

Have and draw on expertise and evidence-based research to develop future-focused learning spaces and implement high quality professional learning in Literacy and Numeracy and the introduction of Learning Progressions and contemporary practices across the

Parents/Carers

Understand the value of working closely in partnership with the classroom teacher to support their child's achievement of learning goals.

Community Partners

Have an understanding and be supportive of classroom innovation in teaching and learning through assistance and connection with the school.

Processes

In collaboration with our learning community, implement innovative, student-centred teaching and learning practices to accelerate improvement in

Introduce flexible, future-focused teaching and learning spaces around the school.

Evaluation Plan

Quality Teaching Rounds

Analysis of external assessment data

Growth along Literacy and Numeracy Learning Progressions

TTFM and surveys with students, staff and parent/carers at regular intervals

Meeting minutes and outcomes

Lesson plans, teaching programs, scope and sequences, assessment overviews

Feedback from learning community schools

Timely gathering of school-based data for analysis, reflection and reporting

Student self-assessment, learning reflections and peer feedback

Achievement of student SMART goals

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress in Literacy and Numeracy including the utilisation of Learning Progressions.

Responsive, future-focused learning environments are evident through innovative teaching practices and sustained student engagement.

Products

Teaching and Learning programs are data based, individualised and differentiated to meet ongoing student learning goals.

Classroom, library and playground learning spaces are future-focused enabling staff and students to engage in innovative teaching and learning.

Strategic Direction 2: LINKING

Purpose

To increase opportunities for positive, effective and sustainable community involvement in school projects to optimise student attendance, behaviour, outcomes and well-being through a deep sense of belonging and connectedness.

To strengthen and promote partnerships within our learning community, online platforms and academia to build a culture of continuous, high-quality, professional growth and enhance transitions.

Improvement Measures

TTFM parent survey in the area of Parents Supporting Learning at Home and Parents are Informed meets or exceeds the NSW government norm (baseline TTFM 2018 school; government 6.3 and 6.6 respectively).

Increase the consistency of behaviour and well-being practices as measured by PBL SET to exceed 80% (baseline 2017 SET- 67.4%).

People

Students

Value their contribution in the development of whole school student behaviour expectations.

Have the skills to engage with the Year 6 leaders from other schools in our Mountains Learning Community in team building activities.

Staff

Value increased opportunities to connect with parents/carers/community members.

Understand and appreciate to lead and engage in professional learning, reading, research and mentoring.

Leaders

Have the skills to develop succinct and clear whole-school well-being processes, understand the need for clear communication practices and value opportunities for ongoing professional learning for all staff.

Parents/Carers

Value opportunities to provide input into whole school student behaviour expectations and communication practices and the positive impacts of volunteering and supporting school projects.

Community Partners

Understand the contribution they make to broaden the reach of positive communication between the school and the local community and feel valued for

Processes

Initiate school projects to increase opportunities for community involvement in the school and broaden the scope of communication with the wider community.

In partnership with our learning community, reintroduce a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

TTFM student, staff and parent surveys

Feedback from students, staff, parents, pre-schools and high schools re transition programs and Teacher Education Students

Participation rates in volunteer projects, online learning, orientation programs

Attendance data

Student wellbeing and behaviour data

Agenda and minutes of meetings

Staff notes and reflection on professional readings

Succession planning

School social media analytics

Practices and Products

Practices

Shared, school-wide approach to student wellbeing with consistency across our learning community schools.

Community is positive and involved in school projects and connects with the school to support student learning.

Regular communication promoting school projects is shared throughout the broader community.

Products

Whole school, integrated, student well-being programs supports the behaviour and well-being of all students.

Broader reach of school communication into the local community to build and promote a positive school image and celebrate success.

Strategic Direction 2: LINKING

People
their support to the school.